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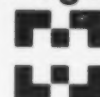
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ABSTRACT

In fall 1986, a study was conducted at Illinois' William Rainey Harper College (WRHC) to provide a student profile for general information purposes, to gather data not available on the college's automated student data file, and to analyze WRHC's market outreach. Surveys were mailed to random samples of 500 credit degree students and 300 continuing education students. Response rates of 87% for degree credit students and 80% for continuing education students were obtained. Study findings included the following: (1) most of the demographic factors of students had remained fairly constant over last 5 to 10 years; (2) fewer students were interested in bus transportation or car pooling each year; (3) student enrollments dropped substantially in fall 1984, and slightly in 1985 and 1986, with the decline affecting all segments of the student population equally; (4) among continuing education respondents, students were planning to stay at WRHC for shorter periods, were less likely to take courses for general interest or personal development, and were more likely to enrolled for retraining or refresher purposes than in previous years; (5) employer financial contributions had increased for continuing education students; (6) the presence of the campus, the semester schedule, and the influence of friends and relatives continued to be the major factors in first getting the attention of residents; and (7) the major factors which actually attracted students to enroll at WRHC continued to be friends and relatives, convenience, the availability of specific programs and offerings, and low cost. The study report includes detailed results and the survey instrument. (Author/EJV)

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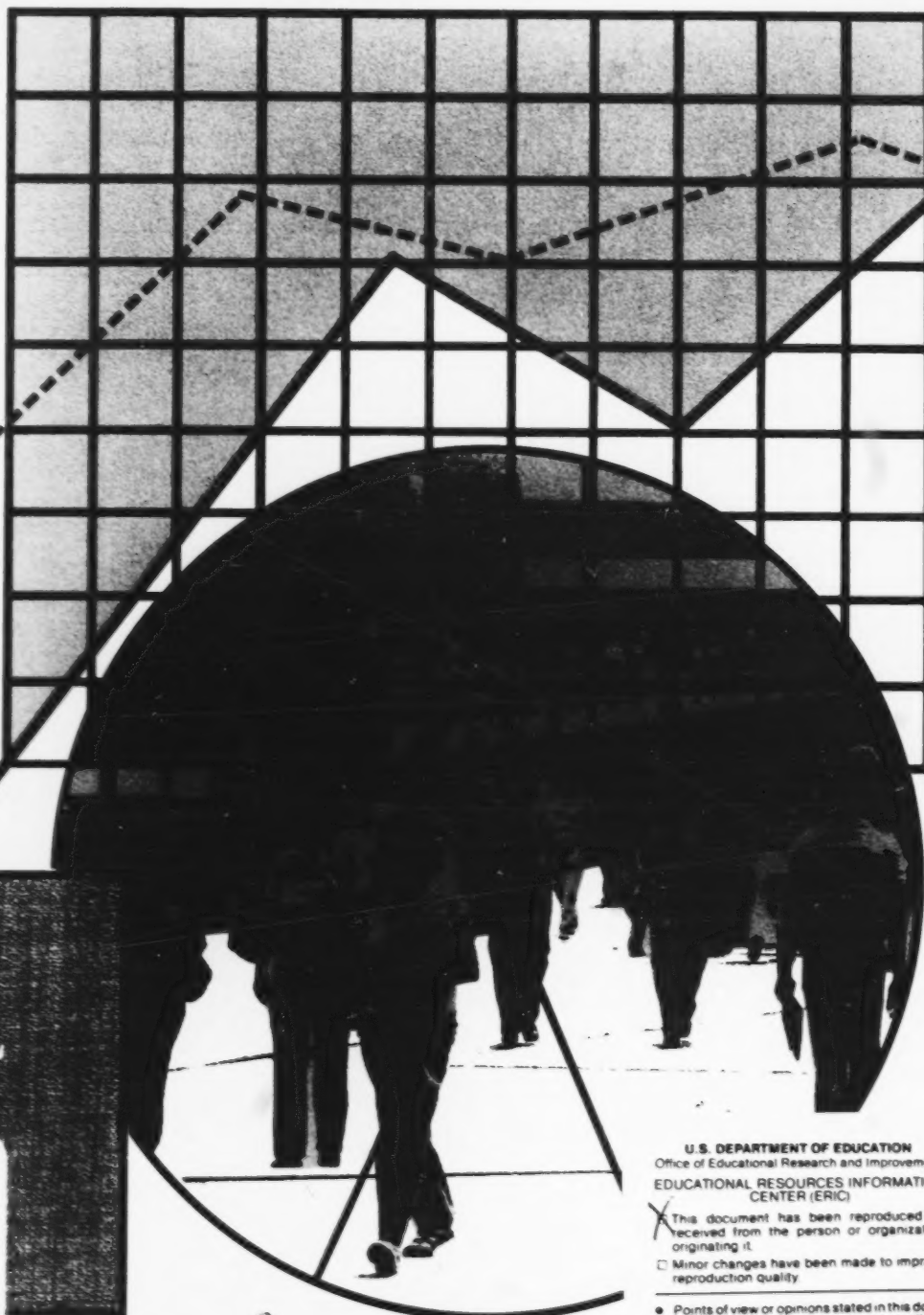
STUDENT CHARACTERISTICS AS COMPARED TO THE COMMUNITY PROFILE, FALL, 1986

Volume XVI, No. 8
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ABSTRACT

THE PURPOSE OF THIS STUDY WAS TO PROVIDE A FALL 1986 STUDENT PROFILE FOR GENERAL INFORMATION PURPOSES, AND TO PRESENT SOME DATA WHICH IS NOT AVAILABLE ON THE AUTOMATED STUDENT DATA FILE. IN ADDITION, THIS REPORT ANALYZES HARPER'S MARKET OUTREACH. RANDOM SAMPLES OF 500 DEGREE CREDIT STUDENTS (3.7% OF TOTAL STUDENT POPULATION) AND 300 NON-DEGREE CREDIT STUDENTS (3.5% OF TOTAL NON-DEGREE CREDIT POPULATION) WERE SURVEYED BY MAIL. RESPONSE RATES OF 87 PERCENT FOR DEGREE CREDIT AND 80 PERCENT FOR NON-DEGREE CREDIT STUDENTS WERE OBTAINED. AUTOMATED STUDENT DATA WAS GATHERED ALONG WITH COMMUNITY DEMOGRAPHIC DATA.

AN ANALYSIS OF THIS DATA LED TO THE FOLLOWING CONCLUSIONS: MOST OF THE DEMOGRAPHIC FACTORS OF STUDENTS HAVE REMAINED FAIRLY CONSTANT THE LAST FIVE TO TEN YEARS. SOME PREFERENCES ARE CHANGING AS FEWER STUDENTS ARE INTERESTED IN TRANSPORTATION OR CAR POOLING EACH YEAR. WHILE STUDENT ENROLLMENTS DROPPED SUBSTANTIALLY IN THE FALL OF 1984, AND SLIGHTLY IN 1985 AND 1986, THE DECLINE SEEMED TO AFFECT EQUALLY ALL SEGMENTS OF THE STUDENT POPULATION. SOME OF THE FACTORS CONCERNING NON-DEGREE CREDIT STUDENTS CHANGED SIGNIFICANTLY DURING 1986. NON-DEGREE CREDIT STUDENTS ARE PLANNING TO STAY AT HARPER FOR SHORTER PERIODS, FEWER STUDENTS ARE TAKING COURSES FOR GENERAL INTEREST OR PERSONAL DEVELOPMENT, MORE ARE ENROLLED FOR RETRAINING OR REFRESHER PURPOSES, AND AN INCREASED NUMBER OF STUDENTS WILL CONTINUE ON THE SAME JOB AFTER LEAVING HARPER. ALSO, THE AMOUNT OF EDUCATION FINANCED BY EMPLOYER CONTRIBUTION IS INCREASING FOR THE NON-DEGREE CREDIT STUDENT. THESE CHANGES CONTINUE TO REFLECT THE EMPLOYERS' INFLUENCE ON STUDENTS TO ENROLL AT HARPER, ESPECIALLY NON-DEGREE CREDIT STUDENTS.

THE PRESENCE OF THE CAMPUS, THE SEMESTER SCHEDULE AND THE INFLUENCE OF FRIENDS AND RELATIVES CONTINUE TO BE THE MAJOR FACTORS IN FIRST GETTING THE ATTENTION OF RESIDENTS. THE MAJOR FACTORS WHICH ACTUALLY ATTRACT STUDENTS TO ENROLL AT HARPER CONTINUE TO BE FRIENDS AND RELATIVES, CONVENIENCE, THE AVAILABILITY OF SPECIFIC PROGRAMS AND OFFERINGS, AND LOW COST. DIRECT MAILINGS TO RESIDENTS' HOMES CONTINUE TO BE MUCH MORE IMPORTANT FOR ATTRACTING NON-DEGREE CREDIT STUDENTS THAN DEGREE CREDIT STUDENTS.

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PURPOSE

The purpose of this study was to provide a fall 1986 student profile for general information purposes. This profile contains some data which is not available on the automated student data file. In addition, this study compares student data with community demographic data including actual 1980 census data and allows an analysis of the percentage of various subgroups of the community reached by Harper. This study is part of the institution's outreach efforts to study Harper students and the community and to use the data to help the institution better serve the needs of these groups.

POPULATION SURVEYED

Among the degree credit students a random sample of 500 students was chosen representing 3.7 percent of the total of 13,521 degree credit students enrolled in the fall of 1986. Similarly, a random sample of 300 non-degree credit students was selected which represents 3.5 percent of this non-degree credit population of 8,661 students. Responses were received from 433 of the 500 degree credit students for a return rate of 87 percent. Likewise, 240 of the 300 non-degree credit students answered the survey for an 80 percent response rate.

	<u>Degree</u> <u>Credit Students</u>		<u>Non-Degree Credit</u> <u>Students</u>	
	<u>Number</u>	<u>Response</u> <u>Percent</u>	<u>Number</u>	<u>Response</u> <u>Percent</u>
Mail Responses	302	60.4	178	59.3
Telephone Responses	131	26.2	62	20.7
Total Responses	433	86.6	240	80.0
Refused to Answer	11	2.2	24	8.0
Non-forwardable	7	1.4	7	2.3
Could not reach by telephone	49	9.8	29	9.7
Total non-responses	67	13.4	60	20.0
Total Sample	500	100.0	300	100.0

In looking at data from respondents, non-respondents and the whole Harper population, it appears that the full-time respondents are under-represented in the degree credit sample and minorities are under-represented in both samples.

METHOD USED

The instrument shown in the appendix is somewhat similar to the one developed for the 1974 survey and used in subsequent surveys. This survey was mailed to the previously described sample with a pre-addressed, stamped, return envelope. After three weeks, those who did not respond were sent a second survey. After another three weeks, some of the information was gathered over the telephone from those who still had not responded. Some information was gathered from Harper's student data system and still other data was obtained from the actual 1980 census data for the Harper District.

DISCUSSION OF RESULTS

In examining the demographic patterns among students, it appears that since the late '70s the proportion of males has remained fairly constant below the 50 percent mark. Among degree credit students, 43 percent are male which is the same as it has been since 1977. Prior to 1975 males exceeded females. Among non-degree credit students, about 31 percent are males, and this has remained constant over the past year. Considering educational backgrounds students bring to Harper, about 40 percent of the degree credit students have had some college and 11 percent already have a bachelor's degree. Among non-degree credit students, 70 percent have had some college while 40 percent have a bachelor's degree. Interestingly, this is much higher than the general population of the district where 26 percent have a bachelor's degree.

The average age of degree credit students has remained fairly stable over the last ten years at about 27 years of age while the average age of non-degree credit students has dropped slightly to about 37 years of age in the 1986 sample. Also among non-degree credit students, 35 percent are single which is a new all-time high. One wonders if there has been a special effort to reach the singles market.

Of keen interest to those involved with outreach efforts of Harper College is the distribution of student residences. Overall, 2.6 percent of the district population was enrolled in degree credit programs at Harper during the fall of 1986. This percentage has been increasing each year until it leveled off in 1983 and declined since then. Schaumburg and Palatine Townships had the highest enrollment rates with 3.1 percent enrolled. Wheeling and Elk Grove Townships and the Barrington area had only 2.2 percent of their populations enrolled.

With regard to continuing education offerings, Harper enrolled about 1.7 percent of the district population. Barrington provided the highest percentage of its population attending Harper at about 3.6 percent. Palatine and Schaumburg Townships had about 2.0 percent attending while Wheeling and Elk Grove Townships had 1.0 and 1.4 percent of their population attending non-degree credit programs at Harper.

The proportions of students enrolling has stabilized at 47 percent day and 50 percent evening for degree credit students and at 22 percent day and 68 percent evening for non-degree credit students. Over two percent of the degree credit students and ten percent of the non-degree credit students are enrolled on the weekend. This is a five percent increase over weekend enrollment percentages reported last year. A goal of the institution is to continue to increase this weekend enrollment. Only five percent of the degree credit students and 29 percent of the non-degree credit students are enrolled off campus. Another goal of the institution is to increase off-campus enrollment especially at in-plant locations.

When asked about their employment status some 65 percent of the degree credit students indicated they were employed full time while nine percent said they were homemakers. For the last three years this latter statistic is at the highest level since 1977 and may reflect the increase in births during the last nine years. Responses to the question also showed 28 percent were employed full time on semiprofessional jobs, and 10 percent on semiskilled jobs. Five percent of the students were employed full time in executive management positions. Among non-degree credit students 82 percent were employed full time with 31 percent in semiprofessional jobs, 18 percent in professional jobs and 10 percent in executive managerial positions. The average income of degree credit students employed full time was \$23,600, down slightly from the previous year while non-degree credit

DISCUSSION OF RESULTS (continued)

students employed full time earned an average salary of \$38,600, up 9 percent from the previous year. These average salaries compared to \$50,600 as the average family income in the northwest suburbs as surveyed by the Daily Herald.

In 1986, students were once again asked to reveal their source of funds for financing their education at Harper. For degree credit students, 54 percent was funded by the student's money, 21-1/2 percent by parents' funds, and 11-1/2 percent by employer contributions, and 7 percent by a spouse. The rest came from scholarships, V.A. funds and loans. Among non-degree credit students, 70 percent was funded by the students themselves, 18 percent by employer contributions and 5 percent by parents, and 7 percent by a spouse.

In discussing their plans for the future when they left Harper, about three-eighths of the degree credit students plan to transfer while 11 percent plan to get a better job or a promotion, 20 percent will continue on their same job while 30 percent will continue to use Harper for personal development, a decrease from last year but equal to previous years. Interestingly, only 13 percent of the non-degree credit students plan to change their lives by getting either a better job or a promotion, by transferring to another college, by becoming employed full time when they are not so employed, or by becoming self-employed. Some 19 percent of the degree credit students in 1984, 1985 and 1986 said they plan to stay more than 3 years and this is an all-time high. In contrast, 24 percent of the 1986 non-degree credit students plan to stay more than 3 years and this is almost a 20 percent decrease since 1985 but represents a return to the level reported in earlier years.

The primary means by which degree credit students first hear about Harper continue to be the physical presence of the campus (36%) and friends and relatives (27%). The percentage hearing about Harper for the first time through the semester schedule received in the mail is down to 6 percent. This is probably good in that prospective students have already heard about Harper when they receive the schedule. Among continuing education students, the primary means by which they first learn of Harper continue to be the physical presence of the campus (33%), friends and relatives (14%), the semester schedule received in the mail (16%) and other material received in the mail (7%).

When asked what most convinced them to attend Harper, degree credit students gave as the principal factors friends and relatives (22%), convenience (22%), could enroll in specific program (10%), and low cost (10%). There is one trend emerging over the years as convenience is no longer the dominating factor it once was, although it is still a major factor. Up until 1981, convenience was the number one reason (cited by 33-35% of the degree credit students) for attending Harper. Also this year, 8 percent of the students enrolled in order to broaden their knowledge base. Among non-degree credit students, the major reasons which convinced them to attend Harper were availability of specific program (24%), semester schedules received in the mail (10%), convenience (13%), friends and relatives (10%), employer (8%), and other material mailed to them (4%). Low cost is not a major factor with non-degree credit students and was cited by only 3 percent. As was the case among degree credit students, convenience is no longer the dominating factor it once was in convincing non-degree credit students to attend Harper. It is not clear why the importance of convenience has diminished. It may be that people in the suburbs are becoming more accustomed to traveling further for services.

DISCUSSION OF RESULTS (continued)

The greatest sources of information about Harper for degree credit students are first, the College catalog (42%), second, brochures or letters mailed to them and faculty (20%), third, other students (19%), fourth, the College semester schedule (18%). Among non-degree credit students the three greatest sources of information about Harper were the College semester schedule received in the mail (25%), and the College catalog (14%). Only 1-2 percent of both student groups said they did not receive enough information.

Only 3 percent of the degree credit students and 5 percent of the non-degree credit students do not drive themselves to the campus. Among degree credit students, less than .5 percent car-pool, 1.6 percent ride with someone else and no students take the bus. About 3 percent of the non-degree credit students ride with someone else or car-pool. Interest in the bus service seems to be waning each year as it seems more improbable that bus service will meet the needs of the students. Only 7 percent of the degree credit students indicated an interest in bus service as contrasted to 25 percent in 1980. Likewise, only 6 percent of this year's non-degree credit students were interested in bus transportation as compared to 19 percent in 1979. Interest in car-pooling is also low as only 5 percent of the degree credit students and 3 percent of the non-degree credit students are interested.

MAJOR CONCLUSIONS

Most of the demographic factors have remained fairly constant the last five to ten years. Some preferences are changing as fewer students are interested in transportation or car pooling each year. While student enrollments dropped substantially in the fall of 1984, and slightly in 1985 and 1986, the decline seemed to affect equally all segments of the student population. Some of the factors concerning non-degree credit students changed significantly during 1986. Non-degree credit students are planning to stay at Harper for shorter periods, fewer students are taking courses for general interest or personal development, and more are enrolled for retraining or refresher purposes, and an increased number of students will continue on the same job after leaving Harper. Also, the amount of education financed by employer contribution is increasing for the non-degree credit student. These changes continue to reflect the employers' influence on students to enroll at Harper, especially non-degree credit students.

The presence of the campus, the semester schedule, and the influence of friends and relatives continue to be the major factors in first getting residents' attention. The major factors which actually attract students to enroll at Harper continue to be friends and relatives, convenience, the availability of specific programs and offerings, and low cost. Direct mailings to residents' homes continue to be much more important for attracting non-degree credit students than degree credit students.

COMPARISON OF RESPONDENTS WITH SAMPLE AND POPULATION

Degree Credit

	<u>Total Sample</u>				<u>Total Student Population</u>			
	<u>1983</u>	<u>1984</u>	<u>1985</u>	<u>1986</u>	<u>1983</u>	<u>1984</u>	<u>1985</u>	<u>1986</u>
Male	42.4	36.6	43.0	35.0	44.9	44.3	44.3	43.1
Female	57.6	63.4	57.0	65.0	55.1	55.7	55.7	56.9
Under 21	37.2	36.1	36.3	34.6	35.0	38.6	37.3	36.1
21 and Over	62.8	63.9	63.7	65.4	65.0	61.4	61.7	63.9
Full Time	30.8	28.0	22.6	26.4	31.7	30.6	29.7	29.9
Part Time	69.2	72.0	77.4	73.6	68.3	69.4	70.3	70.1
Day	39.4	39.2	43.6	35.2	64.9*	65.6*	64.8*	64.7*
Evening	43.7	42.8	40.6	45.0	35.1*	34.4*	35.2*	35.3*
Combined	15.4	17.6	15.6	17.8				
Weekend	1.5	.4	.1	2.0				

Non-Degree Credit

	<u>Total Sample</u>				<u>Total Student Population</u>			
	<u>1983</u>	<u>1984</u>	<u>1985</u>	<u>1986</u>	<u>1983</u>	<u>1984</u>	<u>1985</u>	<u>1986</u>
Male	34.9	19.1	34.7	26.3	36.0	33.1	31.4	31.4
Female	65.1	80.9	65.3	73.7	64.0	66.9	68.6	68.6
Under 21	6.5	3.8	6.5	6.4				
21 and Over	93.5	96.2	93.5	93.6				
Full Time	2.3	0	.7	0				
Part Time	97.7	100	99.3	0				
Day	25.8	25.3	22.1	18.0	37.7*	38.8*	37.5*	38.3*
Evening	67.3	62.0	71.0	64.7	62.3*	61.2*	62.5*	61.7*
Combined	2.2	6.4	3.1	8.0				
Weekend	4.7	6.3	3.8	9.3				

*Percent of Student Credit Hours

GEOGRAPHIC LOCATION OF STUDENTS

Degree Credit

<u>Location</u>	<u>1983</u>	<u>1984</u>	<u>1985</u>	<u>1986</u>		
	<u>PCT of Population Enrolled at Harper</u>	<u>PCT of Population Enrolled at Harper</u>	<u>PCT of Population Enrolled at Harper</u>	<u>Harper Students</u>	<u>Popu- lation</u>	<u>PCT of Population Enrolled at Harper</u>
Schaumburg	3.27	3.03	3.23	3,530	110,683	3.19
Palatine Township	3.39	2.98	3.34	2,557	87,081	2.94
Barrington Unit School District	3.23	2.30	2.18	912	35,069	2.60
Wheeling Township	2.78	2.48	2.36	3,325	136,690	2.43
Elk Grove Township	3.42	3.11	1.86	1,681	90,357	1.86
Total District	3.17	2.82	2.61	12,005	459,880	2.61
Number Out-of-District	1,305	1,434	1,266	1,516		
Percent Out-of-District	8.4	10.1	9.4	11.2		

Villages

Palatine	5.96	5.65	5.15	1,870	36,000	5.19
Hanover Park*	4.10	3.51	2.59	346	10,888	3.18
Hoffman Estates	3.72	3.08	3.12	1,280	40,863	3.13
Elk Grove Village	3.28	3.11	2.92	852	30,476	2.80
Schaumburg	3.27	3.01	2.76	1,827	65,300	2.80
Rolling Meadows	3.33	3.50	2.94	557	20,197	2.76
Arlington Heights	3.20	2.76	2.77	1,741	69,000	2.52
Des Plaines*	3.92	3.33	3.24	288	12,399	2.32
Prospect Heights	2.90	2.22	2.20	300	13,262	2.26
Mount Prospect	2.88	2.49	2.79	1,088	52,634	2.07
Wheeling	2.75	2.15	1.93	536	26,400	2.03
Buffalo Grove*	3.01	2.73	2.51	312	15,450	2.02

*Only portion which is in-district

GEOGRAPHIC LOCATION OF STUDENTS
Non-Degree Credit

<u>Location</u>	<u>1983</u>	<u>1984</u>	<u>1985</u>	<u>1986</u>		<u>Percent of Population Enrolled at Harper</u>
	<u>Percent of Population Enrolled at Harper</u>	<u>Percent of Population Enrolled at Harper</u>	<u>Percent of Population Enrolled at Harper</u>	<u>Harper Students</u>	<u>Population</u>	
Barrington Unit School District	2.29	2.23	1.77	1,262	35,069	3.60
Palatine Township	2.16	2.10	2.36	1,736	87,081	1.99
Schaumburg Township	2.12	1.79	1.99	2,130	110,683	1.92
Wheeling Township	1.79	1.44	1.22	1,973	136,690	1.44
Elk Grove Village Township	2.02	1.63	1.51	789	90,357	.87
Total District	2.02	1.75	1.72	7,890	459,880	1.72
No. Out-of-District	1,603	1,266	1,397	1,562		
PCT Out-of-District	15.4	14.2	15.1	16.5		
<u>Villages</u>						
Palatine	4.02	3.80	3.72	1,315	36,000	3.65
Rolling Meadows	2.44	2.24	2.01	432	20,197	2.14
Schaumburg	2.12	1.85	2.43	1,143	65,300	1.75
Hoffman Estates	2.13	1.79	1.90	696	40,863	1.70
Prospect Heights	3.44	2.19	1.98	214	13,262	1.61
Arlington Heights	1.82	1.62	1.43	1,112	69,000	1.61
Wheeling	2.24	1.59	1.44	408	26,400	1.55
Mount Prospect	1.92	1.54	1.56	705	52,634	1.34
Buffalo Grove*	1.96	1.13	1.04	202	15,450	1.31
Elk Grove Village	1.69	1.51	1.38	386	30,476	1.27
Des Plaines*	1.71	1.10	1.15	104	12,399	.84
Hanover Park*	1.06	.97	.74	67	10,888	.62

*Only portion which is in-district

DEGREE TO WHICH VARIOUS SEGMENTS OF DISTRICT POPULATION ENROLLED AT HARPER

Degree Credit Enrollment - Males

Age	<u>Fall Enrollment</u>			<u>Population*</u>			<u>Percent Enrolled</u>		
	<u>1984</u>	<u>1985</u>	<u>1986</u>	<u>1984</u>	<u>1985</u>	<u>1986</u>	<u>1984</u>	<u>1985</u>	<u>1986</u>
17 or Below	35	28	206	4,234	3,588	3,658	.83	.78	5.63
18	869	693	706	3,296	3,606	3,557	26.37	19.22	19.85
19	1,112	859	714	3,083	3,461	3,295	36.07	24.82	21.67
20-21	591	1,136	969	6,863	7,833	7,562	8.61	14.50	12.81
22-25	1,495	1,275	1,090	15,985	15,496	15,215	9.35	8.23	7.16
26-35	1,390	1,220	1,570	41,572	37,591	38,507	3.34	3.25	4.08
36-45	487	527	372	32,734	31,406	32,315	1.49	1.68	1.15
46-55	278	139	155	50,194	22,808	23,578	.55	.61	.66
Over 55	<u>—</u>	<u>83</u>	<u>42</u>	<u>—</u>	<u>41,190</u>	<u>41,559</u>	<u>—</u>	<u>.20</u>	<u>.10</u>
	6,257	5,960	5,824	157,961	166,979	169,246	3.96	3.57	3.44
Average Age	26.0	26.2	26.0						

Degree Credit Enrollment - Females

17 or Below	100	0	276	3,856	3,361	3,427	2.59	0	8.05
18	1,047	846	908	3,350	3,438	3,392	31.25	24.61	26.77
19	1,022	1,055	895	2,806	3,937	3,749	36.42	25.53	23.87
20-21	1,097	1,349	1,030	6,662	7,688	7,422	16.47	17.55	13.88
22-25	1,396	1,216	1,137	16,440	16,189	15,894	8.49	7.51	7.15
26-35	1,720	1,401	1,642	43,110	38,979	39,929	3.99	3.59	4.11
36-45	1,047	1,269	1,297	33,307	31,942	32,867	3.14	3.97	3.94
46-55	448	291	364	55,018	22,189	22,938	.81	1.31	1.59
Over 55	<u>—</u>	<u>132</u>	<u>148</u>	<u>—</u>	<u>50,460</u>	<u>50,910</u>	<u>—</u>	<u>.26</u>	<u>.29</u>
	7,877	7,509	7,697	164,549	178,183	180,528	4.79	4.21	4.26
Average Age	27.3	28.3	28.6						

*Population by age is taken from 1980 census and later years are by NIPC projections.

DEGREE TO WHICH VARIOUS SEGMENTS OF DISTRICT POPULATION ENROLLED AT HARPER

Non-Degree Credit Enrollment - Male

	<u>Fall Enrollment</u>			<u>Population</u>			<u>Percent Enrolled</u>		
	<u>1984</u>	<u>1985</u>	<u>1986</u>	<u>1984</u>	<u>1985</u>	<u>1986</u>	<u>1984</u>	<u>1985</u>	<u>1986</u>
19 and Below	175	114	103	10,613	10,655	10,510	1.65	1.07	.98
20-21	58	114	104	6,863	7,833	7,562	.85	1.46	1.38
22-25	407	341	448	15,985	15,496	15,215	2.55	2.20	2.94
26-35	699	710	896	41,572	37,591	38,507	1.68	1.89	2.33
36-45	640	511	551	32,734	31,406	32,315	1.96	1.63	1.71
46-55	1,048	341	310	50,194	22,808	23,578	2.09	1.50	1.31
Over 55	<u>—</u>	<u>625</u>	<u>310</u>	<u>—</u>	<u>41,190</u>	<u>41,559</u>	<u>—</u>	<u>1.52</u>	<u>.75</u>
	3,027	2,756	2,722	157,961	166,979	169,246	1.92	1.65	1.61
Average Age	40.4	40.7	36.8						

Non-Degree Credit Enrollment - Female

19 and Below	251	333	357	10,012	10,736	10,568	2.51	3.10	3.38
20-21	112	67	138	6,662	7,688	7,422	1.68	.87	1.86
22-25	643	733	825	16,440	16,189	15,894	3.91	4.53	5.19
26-35	1,928	1,693	1,677	43,110	38,979	39,929	4.47	4.36	4.20
36-45	1,453	1,266	1,320	33,307	31,942	32,867	4.36	3.96	4.02
46-55	1,732	899	797	55,018	22,189	22,938	3.15	4.05	3.47
Over 55	<u>—</u>	<u>1,032</u>	<u>825</u>	<u>—</u>	<u>50,460</u>	<u>50,910</u>	<u>—</u>	<u>2.05</u>	<u>1.62</u>
	6,119	6,028	5,939	164,549	178,183	180,528	3.72	3.41	3.29
Average Age	38.1	39.7	37.9						

*Population by age is taken from 1980 census and later years are from NIPC projections.

	<u>Degree Credit</u>			<u>Non-Degree Credit</u>		
	<u>1984</u>	<u>1985</u>	<u>1986</u>	<u>1984</u>	<u>1985</u>	<u>1986</u>
	<u>PCT</u>	<u>PCT</u>	<u>PCT</u>	<u>PCT</u>	<u>PCT</u>	<u>PCT</u>
<u>Class Load</u>						
Full Time	28.0	22.6	26.4	0	.7	0
Part Time	72.0	77.4	73.6	100.0	99.3	100.0
Total	100.0	100.0	100.0	100.0	100.0	100.0
Number Responding	500	500	500	300	300	300

When Students are Enrolled

Day Only	39.2	43.6	35.2	25.3	22.1	18.0
Evening Only	42.8	40.6	45.0	62.0	71.0	64.7
Weekends Only	.4	.2	2.0	6.3	3.8	9.3
Mixture of Times	17.6	15.6	17.8	6.4	3.1	8.0
Portion of Class Hours	50.8	53.5	47.2	26.5	22.3	21.9
In Day						
Portion of Class Hours	48.2	45.9	50.3	64.9	72.3	67.8
In Evening						
Portion of Class Hours	1.0	.6	2.5	8.6	5.4	10.3
On Weekend						
Number Responding	500	500	500	300	300	300

Where Students are Enrolled

Main Campus	90.2	93.7	95.7	73.4	77.0	71.1
Barrington High School	.2	.2	.1	6.8	5.4	3.9
Schaumburg High School	2.7	.1	.9	.3	.4	.2
Northeast Center	4.9	4.5	1.4	15.0	10.5	18.3
Other Locations	2.0	1.5	1.9	4.5	6.6	6.5
Enrolled at Main Campus	86.4	92.2	94.2	71.4	76.0	68.7
Only						
Enrolled at One Location	7.6	5.6	3.6	24.3	20.7	26.0
Only - Other than Main						
Campus						
Enrolled at More Than	6.0	2.2	2.2	4.3	3.3	5.3
One Location						
Number Responding	500	500	500	300	300	300

DEMOGRAPHIC FACTORS OF STUDENTS

<u>Sex</u>						
Male	36.6	43.0	35.0	19.1	34.7	26.3
Female	63.4	57.0	65.0	80.9	65.3	73.7
Number Responding	500	500	500	300	300	300

Marital Status

Single	—	56.7	65.6	—	34.1	35.4
Married	—	33.8	29.9	—	55.8	55.0
Divorced or Separated	—	9.5	4.0	—	5.8	7.1
Widow or Widower	—	0	.5	—	4.3	2.5
Number Responding	—	222	421	—	138	240

Age	Degree Credit			Non-Degree Credit		
	1984	1985	1986	1984	1985	1986
Below 16	0	0	0	1.1	1.8	2.7
16	0	0	0	.4	.7	1.7
17	1.0	.2	0	0	.4	.3
18	13.5	11.2	12.2	1.1	.4	0
19	14.7	13.9	9.8	.8	2.2	.7
20	6.9	11.0	12.6	.4	1.1	1.0
21	5.4	7.4	6.6	1.5	1.1	1.7
22 - 25	20.0	18.3	15.6	11.3	12.3	14.6
26 - 30	13.9	12.6	12.8	17.7	15.1	18.3
31 - 35	8.1	7.0	8.2	12.0	11.9	11.2
36 - 45	11.3	13.4	16.2	23.7	19.8	13.6
46 - 55	4.2	3.2	4.2	15.8	14.1	8.1
56 - 65	1.0	1.2	1.2	10.1	10.8	12.9
Over 65	0	.6	.6	4.1	8.3	8.1
Number Responding	496	499	500	266	277	295
Average Age	26.8	27.2	27.6	39.0	40.3	37.2
PCT Under 21 Years of Age	36.1	36.3	34.6	3.8	6.5	6.4

Children of Students

Have no Children	73.7	74.8	64.8	42.6	46.4	41.8
Have Preschoolers at Home	8.2	7.8	6.8	9.1	7.7	7.9
Have School Age Children at Home	16.7	14.2	16.2	26.0	19.1	14.2
Have Post High School Youth at Home	4.2	4.4	6.6	18.2	13.4	13.5
Have Children Who Have Left Home	6.3	5.6	5.5	27.7	30.1	22.5
Number Responding	426	408	471	242	209	267

Present Full-Time Occupation

Students not Employed Full Time	28.9	26.3	24.8	4.1	2.8	5.8
Semi-Professional, Technical	21.5	25.3	28.4	30.3	30.7	31.0
Semi-Skilled	12.5	10.5	9.5	5.0	7.1	6.7
Homemaker and Student	12.2	9.2	9.5	17.4	9.9	12.1
Managerial or Executive	3.3	7.3	5.2	10.8	13.7	10.2
Sales Professional	5.0	5.8	5.0	7.1	7.5	6.7
Professional	4.7	5.8	7.4	18.3	21.1	17.9
Unskilled	2.1	3.9	3.5	.4	0	1.3
Supervisor or Public Official	4.0	2.9	3.3	2.9	3.8	3.7
Skilled Trade	5.0	2.3	2.8	1.2	1.4	2.5
Small Business Owner	.8	.7	.6	2.5	1.9	2.1
Number Responding	423	409	431	241	212	240

<u>Financial Independence From Parents</u>	<u>Degree Credit</u>			<u>Non-Degree Credit</u>		
	<u>1984</u>	<u>1985</u>	<u>1986</u>	<u>1984</u>	<u>1985</u>	<u>1986</u>
Not Independent	33.8	28.0	33.5	5.0	3.8	5.9
-Live with Parents						
Independent	18.3	21.2	15.7	5.8	6.2	8.0
-Live with Parents						
Independent	47.9	50.8	50.8	89.2	90.0	86.0
-Live away from Parents						
Number Responding	426	411	433	242	209	237

Income of Students Who Are Independent of Parents

	<u>PCT. 1984</u>	<u>PCT. 1985</u>	<u>PCT. 1986</u>	<u>PCT. 1984</u>	<u>PCT. 1985</u>	<u>PCT. 1986</u>
Less than \$5,000	6.0	16.1	24.3	0	8.1	4.1
\$ 5,000 to \$ 7,499	4.7	6.4	7.1	3.5	1.2	1.5
\$ 7,500 to \$ 9,999	6.0	4.1	4.7	.7	.6	1.0
\$ 10,000 to \$ 11,999	7.0	5.2	5.0	4.2	4.1	3.1
\$ 12,000 to \$ 14,999	7.9	9.0	9.1	3.5	2.3	5.1
\$ 15,000 to \$ 19,999	16.3	11.2	7.8	10.4	8.1	11.7
\$ 20,000 to \$ 24,999	12.1	8.2	6.0	14.6	12.2	10.7
\$ 25,000 to \$ 29,999	10.2	10.5	5.8	11.1	12.8	13.8
\$ 30,000 to \$ 34,999	4.6	11.2	4.2	10.4	18.6	7.6
\$ 35,000 to \$ 39,999	5.6	2.3	6.8	8.3	5.8	5.1
\$ 40,000 to \$ 49,999	9.8	6.4	7.8	9.0	8.2	12.8
\$ 50,000 to \$ 59,999	5.1	4.1	5.5	10.4	8.1	9.7
\$ 60,000 to \$ 69,999	1.9	1.9	2.3	2.1	1.2	5.1
\$ 70,000 to \$ 79,999	.5	.8	1.6	2.8	2.9	2.0
\$ 80,000 to \$100,000	0	1.9	1.0	4.8	2.3	2.6
\$100,000 to \$150,000	<u>2.3</u>	<u>.7</u>	<u>1.0</u>	<u>4.2</u>	<u>3.5</u>	<u>4.1</u>
	100.0	100.0	100.0	100.0	100.0	100.0
Number Responding	215	267	383	144	172	196

	<u>Degree Credit</u>			<u>Non-Degree Credit</u>		
	<u>1984</u>	<u>1985</u>	<u>1986</u>	<u>1984</u>	<u>1985</u>	<u>1986</u>
Median Income	\$20,865	\$19,000	\$15,000	\$31,000	\$30,078	\$29,719
Mean Income	\$26,383	\$23,762	\$23,603	\$38,479	\$35,330	\$38,578
Percent Over \$25,000	40.0	39.7	36.0	63.1	63.4	62.8

Income of Parents of
Dependent Students

	<u>1983</u>	<u>1984</u>	<u>1985</u>	<u>1986</u>
Less than \$5,000	0	1.8	2.1	0
\$ 5,000 to \$ 8,999	2.2	0	0	0
\$ 9,000 to \$ 12,999	0	0	4.2	1.9
\$ 13,000 to \$ 16,999	4.4	3.6	8.3	7.5
\$ 17,000 to \$ 20,999	4.5	3.6	0	1.9
\$ 21,000 to \$ 24,999	11.1	9.1	4.2	3.8
\$ 25,000 to \$ 29,999	4.5	16.4	6.3	3.8
\$ 30,000 to \$ 34,999	13.3	12.7	10.4	9.4
\$ 35,000 to \$ 39,999	15.6	10.9	8.3	5.6
\$ 40,000 to \$ 49,999	13.3	16.4	29.2	20.7
\$ 50,000 to \$ 59,999	13.3	7.3	6.2	13.2
\$ 60,000 to \$ 69,999	6.7	7.3	8.3	11.3
\$ 70,000 to \$ 79,999	2.2	7.3	8.3	5.7
\$ 80,000 to \$100,000	4.5	3.6	2.1	5.7
\$100,000 to \$150,000	4.4	0	0	5.7
Over \$150,000	0	0	2.1	3.8
	100.0	100.0	100.0	100.0

Number Responding	45	55	48	53
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Median Income	\$38,214	\$36,250	\$41,786	\$48,179
Mean Income	\$44,278	\$40,927	\$44,708	\$54,830
Percent Over \$25,000	77.8%	81.8%	81.3%	84.9%

Community Data 1979 --- Median Family Income --- \$30,900
Percent of Families over \$25,000 --- 67.5%
DAILY HERALD Data 1986 --- Median Income --- \$50,621

<u>Primary Ethnic Background</u>	<u>Degree Credit</u>			<u>Non-Degree Credit</u>		
	<u>1984</u>	<u>1985</u>	<u>1986</u>	<u>1984</u>	<u>1985</u>	<u>1986</u>
White Caucasian	96.1	97.3	96.2	99.1	98.0	98.7
Latino, Mexican American	1.7	1.0	1.4	0	0	0
Asian American	.5	1.5	1.7	.4	2.0	.9
Black American	.3	.2	.2	0	0	0
Native American	0	0	0	0	0	0
Foreign Students (F/J Visa)	.2	0	0	.5	0	.4
Arab, Middle East	1.2	0	.5	0	0	0
Number Responding	412	401	421	238	203	228

<u>Language Used Most at Home</u>	<u>Degree Credit</u>			<u>Non-Degree Credit</u>		
	<u>1984</u>	<u>1985</u>	<u>1986</u>	<u>1984</u>	<u>1985</u>	<u>1986</u>
English	97.5	96.8	97.7	99.6	98.8	99.6
Spanish	.6	.1	.6	0	0	0
Polish	.5	1.1	.5	0	0	0
German	.5	.4	.2	.4	0	0
Italian	.3	.1	0	0	0	0
Hindu	.2	.2	0	0	.5	0
Arabic	.2	0	0	0	0	0
Latvian	.2	0	0	0	0	0
Greek	0	.3	.2	0	0	0
Korean	0	.2	.2	0	0	0
Vietnamese, Thai, Cambodian, Laotian	0	.3	0	0	0	0
Filipino	0	0	.2	0	0	0
Japanese	0	0	.2	0	0	0
Chinese	0	0	0	0	.5	.4
Pakistani	0	.5	0	0	0	0
Dutch	0	0	0	0	.2	0
Hebrew	0	0	.2	0	0	0

Length of Time Planned to
Stay at Harper as Student

More than 3 years	19.0	19.1	19.8	20.3	41.5	23.7
Three years	10.1	12.6	11.5	.9	2.3	2.6
Two years	31.4	30.9	31.3	8.0	6.3	8.4
One year	19.9	17.6	19.8	9.9	9.6	9.5
Just this semester	19.6	19.8	17.6	59.5	37.5	54.7
Occasionally	0	0	0	1.4	2.8	1.1
Average Number of Semesters	4.0	4.1	4.1	2.8	4.4	3.2
Number Responding	405	404	409	212	176	190

<u>Plans for a Major Field</u>	<u>Degree Credit</u>			<u>Non-Degree Credit</u>		
	<u>1984</u>	<u>1985</u>	<u>1986</u>	<u>1984</u>	<u>1985</u>	<u>1986</u>
Have had no major field change since attending Harper	49.9	52.8	50.7	17.9	9.0	21.2
Have changed major field or plan to change major field of study	16.5	15.5	19.7	3.5	2.1	4.8
Do not need major field of study	14.4	15.7	12.2	62.8	78.3	55.6
Searching for a field	12.2	9.6	12.0	9.2	2.9	8.2
Bachelor's degree student entering a new field	5.3	5.4	5.2	5.7	7.7	9.7
Transfer students entering a new field	1.7	1.0	.2	.9	0	.5
Number Responding	417	407	417	229	189	196

Highest Degree Planned

Certificate	6.5	0	0	6.1	0	—
No degree or certificate	12.8	16.1	16.7	61.3	82.7	55.5
Associate Degree	33.7	35.0	27.1	5.2	3.9	10.0
Bachelor's Degree	33.4	34.0	41.4	16.1	3.0	15.9
Master's Degree	11.9	11.7	11.5	8.3	7.9	15.0
Ph.D, Ed.D, L.L.D., M.D.	1.7	3.2	3.3	3.0	2.5	3.6
Number Responding	413	409	425	230	202	220

Highest Educational Level Attained Prior to Attending Harper

Not a high school graduate	.7	.7	1.2	3.7	3.4	3.0
High school graduate	59.0	56.5	56.2	28.3	22.6	23.7
GED equivalency diploma	2.1	2.0	2.3	1.7	1.4	.9
Technical or business school graduate	2.4	2.7	2.3	1.7	1.0	3.0
Some college	21.0	23.2	22.0	23.8	17.4	22.4
Associate degree	2.1	2.0	2.1	3.7	1.5	2.6
Some hours beyond associate degree	.7	.7	1.2	1.7	1.4	3.0
Three years nursing degree	.5	.5	.9	2.1	1.5	2.6
Bachelor's degree	11.3	9.8	11.1	25.0	34.4	28.5
Master's degree or higher	.2	1.9	.7	8.3	15.4	10.3
Number Responding	424	409	431	240	207	232

Percentage Baccalaureate degree or higher	11.5	11.7	11.8	33.3	49.8	38.8
Percentage Baccalaureate degree or higher among only those 21 or older	17.9	18.4	18.0	34.5	53.9	40.2

ESTABLISHING A RELATIONSHIP WITH HARPER

How Student First Heard About Harper

	<u>Degree Credit</u>			<u>Non-Degree Credit</u>		
	<u>1984</u>	<u>1985</u>	<u>1986</u>	<u>1984</u>	<u>1985</u>	<u>1986</u>
Saw the Campus or live close to campus	33.9	24.8	35.8	39.5	25.5	32.8
Parents, friends or relatives	29.0	26.3	26.8	15.6	16.1	14.1
High school counselor - teacher	6.7	8.5	6.6	1.6	.6	1.4
Cannot remember when first heard about Harper	5.2	3.7	6.4	5.0	8.1	3.5
Semester schedule received in the mail	5.9	5.4	6.2	12.9	12.5	16.2
Literature at high school	5.8	4.4	3.9	1.1	2.3	1.9
Materials received from Harper in the mail	3.2	2.8	3.0	9.5	15.7	6.6
Heard about it through work	2.9	3.2	2.1	4.2	5.5	6.1
Real estate agent, mover, or Welcome Wagon	0	.1	1.6	1.1	.4	.2
Inquiries for special program	3.7	2.1	1.4	2.5	2.5	2.8
Newspaper articles or advertising	2.3	15.0	1.3	5.6	7.9	10.3
From other colleges	.7	.1	1.3	0	0	0
Visit by Harper representative to high school	.1	0	1.0	0	.2	.1
Employment near/at Harper	.2	.9	.7	.4	0	1.7
Talked to Harper counselor or faculty member	0	.8	.6	0	.1	.6
Van or shopping center display	0	0	.4	0	0	.1
Harper area cooperative program	0	.9	.3	0	0	0
Public Library	0	.2	.2	0	0	0
Referendum or tax bill	0	.2	.2	.8	1.2	1.1
Scholarship opportunity	.2	0	.2	0	0	0
Harper open house	0	.2	0	0	0	.1
High school competition at Harper	.2	0	0	0	0	0
Senior Citizens Center	0	0	0	.2	1.4	.1
Looked for community college when moved into area	--	.2	--	--	0	--
Cultural arts programs at Harper	--	.2	--	--	0	--

What or Who Most Convinced Student to Attend Harper

	<u>Degree Credit</u>			<u>Non-Degree Credit</u>		
	<u>1984</u>	<u>1985</u>	<u>1986</u>	<u>1984</u>	<u>1985</u>	<u>1986</u>
Parents, friends or relatives	21.1	22.3	21.6	11.8	16.4	9.8
It is convenient to get to	20.8	13.8	21.6	17.8	9.2	13.3
I could get specific program or course	18.7	13.4	10.1	26.0	24.8	23.9
It is so inexpensive	8.8	10.0	9.6	4.5	2.7	3.2
No particular reason or my own personal motivation	5.9	6.7	8.4	5.0	4.3	6.1
Broaden knowledge base	.6	7.0	8.1	0	6.0	12.0
Semester schedule received in the mail	4.0	2.6	3.0	13.5	10.2	9.7
Literature at work, employer, fellow employees, or professional association	3.0	4.0	2.9	4.1	9.8	7.8
It is a good place to find direction in your life	3.7	2.0	2.8	1.6	.2	.9
It is easy to transfer courses to a four-year college	2.1	3.4	2.3	.4	.9	1.4
Harper's reputation for excellence	2.6	1.8	1.9	.8	.3	1.1
High school counselor	2.0	4.1	1.3	.1	0	0
Economic environment	.6	.8	1.1	.4	0	.4
Wanted to use VA benefit	.2	.3	1.0	0	0	0
Could not get accepted at any other college or was dropped by four-year college	1.2	.2	1.0	0	0	0
Material received from Harper in the mail	.8	1.4	.9	10.8	9.4	3.8
Literature in high school	.5	.6	.6	.1	0	.9
A visit to Harper's campus talking to faculty or counselors	.5	1.2	.5	1.3	0	.4
Scholarships available	0	0	.3	0	0	0
Athletic program	.2	.7	.2	0	.9	.4
Wanted a better job	--	.5	.2	0	0	0
Harper area cooperative	0	0	.2	0	0	.5
Facilities on the campus were impressive	.5	.9	.1	.6	.4	.7
Newspaper articles or advertisements	.3	.7	.1	1.2	2.9	1.4
Faculty or staff at another college	.7	.5	.1	0	.5	.4
Harper is better than closest community college	1.1	.3	.1	0	.5	.6
Insurance reasons	0	.1	0	0	.5	0
Worked at Harper	.1	0	0	0	.1	1.3
Moved into area	--	.5	--	--	--	--
Could work while attending	--	.2	--	--	--	--

Sources from which greatest help was received in
obtaining needed information at Harper

	Degree Credit			Non-Degree Credit		
	Percent			Percent		
	1984	1985	1986	1984	1985	1986
College catalog or handbook	47.3	49.9	41.9	23.5	20.3	13.9
Faculty	13.9	22.5	20.4	6.8	12.9	7.7
Brochures or letters received in the mail	16.1	30.1	19.6	25.6	39.6	25.2
Other students	19.1	21.3	18.8	6.0	3.0	4.5
College semester schedule	30.5	22.5	17.5	40.6	25.2	26.9
Counselors at Harper	16.8	21.3	15.1	5.6	3.5	4.9
Found information I needed on my own	15.6	12.5	14.5	20.5	6.4	10.1
Relatives or friends	4.0	5.1	7.9	4.3	5.4	5.8
Admissions Office	5.2	9.5	7.3	7.3	5.0	7.0
Newspaper releases	5.7	7.3	6.5	8.5	16.3	9.4
Other Harper staff	1.2	6.4	6.0	0	2.0	5.8
Information booth	1.4	2.7	4.0	.9	.5	.7
Posters or bulletin board	3.8	4.9	3.8	.9	2.0	2.1
Student Paper (Harbinger)	3.5	5.6	3.4	.9	.5	.7
Fin. Aid and Veterans Office	1.2	2.4	3.4	.4	0	.3
Employer or fellow workers	2.8	2.0	3.2	3.8	5.0	4.5
Business Office	1.4	2.7	2.8	.4	0	1.4
Library	.7	1.5	2.8	.4	1.5	1.7
Did not receive enough information	1.9	2.0	1.8	.9	5.0	.7
High school counselor	2.6	1.5	1.4	0	0	.3
Orientation program or open house	1.4	.7	1.4	0	.5	.7
Employment at Harper	.5	.5	1.0	.4	0	.7
Career development course or College survival class	1.2	.7	.6	.4	1.5	.7
Displays in community	.2	.2	.4	.4	1.5	1.0
Outside community agency	0	.7	.2	1.3	1.0	0
Computer terminal	0	.5	.2	0	0	0
Participation in student activities	.2	.7	0	0	0	0
Senior Citizens Center	0	.2	0	.9	2.0	.7

What students plan to do when they leave Harper

Transfer to another edu- cational institution	32.8	40.4	36.9	4.9	2.4	6.0
Continue on same job	16.1	15.1	20.0	42.4	20.9	45.3
Obtain a job	13.5	15.3	14.9	3.4	2.7	4.3
Get a promotion/better job	17.8	7.9	9.2	8.9	1.2	2.4
Cont. at Harper/use education for personal development	7.1	10.3	8.7	20.7	63.1	30.0
Not sure	7.8	7.3	6.3	3.8	3.9	3.4
Become self employed	.9	1.9	2.3	3.2	.5	.9
Become/Cont. as a homemaker	3.6	1.2	1.2	10.6	2.9	6.4
Move out of the area	0	.4	.5	0	1.0	.9
Armed Services	.2	.2	0	0	0	0
Retirement	.2	0	0	1.3	1.4	0
Finish high school	0	.3	0	.8	0	.4
Number Responding	426	411	433	236	206	233

Principle Purpose in Enrolling at Harper

	<u>Degree Credit</u>			<u>Non-Degree Credit</u>		
	<u>Percent</u>			<u>Percent</u>		
	<u>1984</u>	<u>1985</u>	<u>1986</u>	<u>1984</u>	<u>1985</u>	<u>1986</u>
Enroll in a specific career program	35.4	37.9	33.2	9.7	6.5	11.0
Enroll in baccalaureate oriented program in order to transfer to a four-year college	27.1	28.7	30.4	3.4	3.9	5.2
Search for a major field of Interest	16.3	15.3	16.7	4.2	2.4	3.7
Take courses for general interest	16.6	13.9	12.5	71.8	78.7	59.7
For retraining or refresher purposes	3.7	4.2	6.7	10.9	8.5	20.3
To learn the English language	.2	0	.5	0	0	.1
Pressured to enroll	.7	0	0	0	0	0
Total	100.0	100.0	100.0	100.0	100.0	100.0
Number Responding	424	410	416	238	207	231

Means of Transportation to Harper

Drive my own car	88.2	87.8	90.0	93.7	93.7	92.5
Use family car	8.4	9.8	6.7	1.7	1.4	3.0
Ride with someone else	.6	1.2	1.6	2.5	2.4	3.0
Company Van/Car	.7	.2	1.2	.4	1.0	1.1
Car pool	1.7	.3	.5	1.3	.5	0
Take bus	.2	.7	0	.4	1.0	.4
Motorcycle	.2	0	0	0	0	0
Total	100.0	100.0	100.0	100.0	100.0	100.0
Number Responding	424	409	431	237	208	235

Preference for Public Transportation or Car Pool

Not interested	86.0	82.4	87.4	90.3	95.1	90.9
Would be interested in bus transportation	7.9	10.5	7.3	7.2	3.4	6.1
Would prefer car pool	6.1	9.8	5.3	2.5	2.0	3.0

Sources of Financing Education at Harper College

<u>Source of Financing</u>	<u>Degree Credit Student</u>		<u>Non-Degree Credit Student</u>	
	<u>Percent</u> <u>1985</u>	<u>1986</u>	<u>Percent</u> <u>1985</u>	<u>1986</u>
Self	57.4	53.9	85.5	70.0
Parents	18.4	21.4	4.2	4.7
Employer Contribution	17.4	11.4	8.8	17.5
Spouse	--	6.6	--	7.2
Veteran Benefits	2.4	2.6	0	0
Scholarships	2.8	2.1	1.3	0
Loans	<u>1.6</u>	<u>2.0</u>	<u>.2</u>	<u>.6</u>
Total	100.0	100.0	100.0	100.0

APPENDIX

Survey Instrument and Cover Letter



William Rainey Harper College

Algonquin and Roselle Roads
Palatine, Illinois 60067
312-397-3000

Fall 1987

Dear Student:

Because of State and community requirements and because of a desire on our part to be more responsive to community needs, it is imperative for us to obtain information on our student body.

To that end, we are sending you the enclosed questionnaire as a part of a sample of Harper College students. Since this is only a sample, it is very important that each student selected answer the questionnaire as completely as he or she can and mail it back to us in the return envelope provided. Any information you supply will be kept strictly confidential.

We really would appreciate your help in this matter. You can be assured you are helping Harper College serve its community better.

Very truly yours,

John A. Lucas

John A. Lucas, Director
Planning and
Institutional Research

jc
Enclosures

STUDENT CHARACTERISTICS QUESTIONNAIRE

Please respond to each item by checking (✓) the ONE most appropriate answer for each question.

*This number identifies you
*and when we receive your
*completed survey enables us
*to remove your name from the
*mailing list so you will not
*be bothered with a second
*mailing of the survey or a
*follow-up telephone call.

I. DEMOGRAPHIC

1. Sex -- _____ Male _____ Female

2. Marital Status -- Check (✓) one. _____ A. Single
_____ B. Married
_____ C. Divorced
_____ D. Widow/Widower

3. Age - Check (✓) one.

_____ A. 16	_____ H. 25-29
_____ B. 17	_____ I. 30-34
_____ C. 18	_____ J. 35-39
_____ D. 19	_____ K. 40-44
_____ E. 20	_____ L. 45-54
_____ F. 21	_____ M. 55-64
_____ G. 22-24	_____ N. 65 and over

4. Your present full-time occupation. If retired or inactive, mark previous occupation. Check (✓) one.

_____ A. Managerial or executive (business executive, banker, store manager)
_____ B. Professional (doctor, lawyer, professor, nurse, R.N.)
_____ C. Sales - professional
_____ D. Semi-professional or technical (programmer, lab technician, secretary)
_____ E. Semi-skilled (machine operator, construction worker, clerk)
_____ F. Skilled trades (electrician, carpenter, plumber)
_____ G. Small business owner or farm owner
_____ H. Supervisor or public official (office manager, policeman)
_____ I. Unskilled (general laborer, farm laborer)
_____ J. Student, not employed full time
_____ K. Homemaker and student

5. What do you plan to do when you leave Harper? Check (✓) one.

_____ A. Transfer to another educational institution.
_____ B. Obtain a job
_____ C. Obtain a promotion
_____ D. Continue on same job as I have now
_____ E. Become/continue as a homemaker
_____ F. Do not plan to leave Harper - plan to continue to use Harper
off and on over the years for my own personal development.
_____ G. I am not sure
_____ H. Move out of the area
_____ I. Become self-employed
_____ J. Join the Armed Forces
_____ K. Other (specify) _____

6. Primary ethnic background. Check (✓) one.
- ☐ A. Asian American/Oriental - Chinese, Japanese, Korean, Hawaiian, Samoan or Filipino
 - ☐ B. American Indian
 - ☐ C. Black
 - ☐ D. Mexican American
 - ☐ E. All other hispanic ethnic minorities, such as Puerto Rican, Cuban, Spanish, or Latin American, etc.
 - ☐ F. White American of European descent
 - ☐ G. Foreign students who carry "F" or "J" visa
 - ☐ H. Other (specify) _____
 - ☐ I. I prefer not to answer this question.
7. Your total income last year exclusive of parents' income (include spouse if married). Check (✓) one.
- | | |
|---|---|
| ☐ A. Less than \$ 5,000 | ☐ I. \$30,000 - \$ 34,999 |
| ☐ B. \$ 5,000 - \$ 7,499 | ☐ J. \$35,000 - \$ 39,999 |
| ☐ C. \$ 7,500 - \$ 9,999 | ☐ K. \$40,000 - \$ 49,999 |
| ☐ D. \$10,000 - \$11,999 | ☐ L. \$50,000 - \$ 59,999 |
| ☐ E. \$12,000 - \$14,999 | ☐ M. \$60,000 - \$ 69,999 |
| ☐ F. \$15,000 - \$19,999 | ☐ N. \$70,000 - \$ 79,999 |
| ☐ G. \$20,000 - \$24,999 | ☐ O. \$80,000 - \$100,000 |
| ☐ H. \$25,000 - \$29,999 | ☐ P. \$100,000 - \$150,000 |
| | ☐ Q. Over \$150,000 |
8. Transportation - Check (✓) your primary mode.
- | | |
|--|---|
| ☐ A. Drive my own car | ☐ E. Motorcycle |
| ☐ B. Ride with someone else | ☐ F. Bicycle |
| ☐ C. Use family car | ☐ G. Take Bus |
| ☐ D. Car Pool | ☐ H. Walk |
| | ☐ I. Drive company car/van |
9. Would you prefer public transportation or would you like to be contacted for a car pool? Check (✓) ALL that apply.
- ☐ A. I would be interested in bus transportation
 - ☐ B. I would prefer to be in a car pool
 - ☐ C. Not interested in either
10. What is the highest educational level you attained prior to attending Harper? Check (✓) one.
- ☐ A. Some high school
 - ☐ B. High school graduate
 - ☐ C. GED equivalency diploma
 - ☐ D. Technical or business school graduate
 - ☐ E. Some college
 - ☐ F. Associate degree -- community college degree
 - ☐ G. Some hours beyond associate degree
 - ☐ H. Three year nursing degree
 - ☐ I. Bachelor's degree (B.A. or B.S.)
 - ☐ J. Master's degree
 - ☐ K. PhD. or Ed.D - Doctorate

II. FAMILY INFORMATION

1. Which language is most used at home? Check (✓) one.

- | | | |
|-------------------------------------|---|---|
| ☐ A. English | ☐ H. Japanese | ☐ N. Filipino |
| ☐ B. Spanish | ☐ I. Chinese | ☐ O. Latvian |
| ☐ C. German | ☐ J. Vietnamese, Thai, | ☐ P. Arabic |
| ☐ D. Italian | ☐ Cambodian, Laotian | ☐ Q. Other (specify) |
| ☐ E. Polish | ☐ K. Korean | _____ |
| ☐ F. French | ☐ L. Hindu | _____ |
| ☐ G. Greek | ☐ M. Scandanavian | _____ |

2. What age children do you have? Check (✓) ALL that apply.

- ☐ A. Have no children
- ☐ B. Have pre-schoolers at home
- ☐ C. Have school age children at home
- ☐ D. Have post high school children at home
- ☐ E. Have children who have left home

3. Are you financially independent (less than \$600 from parents and not listed as income tax dependent)? Check (✓) one.

- ☐ A. Yes - live away from parents
- ☐ B. No - live with parents
- ☐ C. Yes - but live with parents and pay for room and board and all other expenses

4. To plan financial aid programs for entering students, colleges need to know the financial background of their students. If your parents still claim you as a dependent, please estimate as accurately as possible your parents' income before taxes. (Leave blank if considered confidential or if you do not know or if you are financially independent of parents). Check (✓) one.

- | | |
|--|--|
| ☐ A. Less than \$5,000 | ☐ I. \$ 35,000 to \$ 39,999 |
| ☐ B. \$ 5,000 to \$ 8,999 | ☐ J. \$ 40,000 to \$ 49,999 |
| ☐ C. \$ 9,000 to \$12,999 | ☐ K. \$ 50,000 to \$ 59,999 |
| ☐ D. \$13,000 to \$16,999 | ☐ L. \$ 60,000 to \$ 69,999 |
| ☐ E. \$17,000 to \$20,999 | ☐ M. \$ 70,000 to \$ 79,999 |
| ☐ F. \$21,000 to \$24,999 | ☐ N. \$ 80,000 to \$100,000 |
| ☐ G. \$25,000 to \$29,999 | ☐ O. \$100,000 to \$150,000 |
| ☐ H. \$30,000 to \$34,999 | ☐ P. Over \$150,000 |

5. What are the sources of financing your education while at Harper College? Include ONLY tuition, fees, books, and school supplies. DO NOT include living expenses. Give the approximate percentages that add up to 100 percent.

- A. Self -----
- B. Spouse-----
- C. Parents -----
- D. Scholarships -----
- E. Veterans Benefits -----
- F. Loans -----
- G. Employer Contribution ---

Total 100%

III. ESTABLISHING A RELATIONSHIP WITH HARPER COLLEGE

1. How did you first hear about Harper College? Check (✓) one.

- ☐ A. Parents, friends, or relatives
- ☐ B. Literature at the high school
- ☐ C. Literature at work
- ☐ D. High school counselor
- ☐ E. Saw the campus or live close by
- ☐ F. Newspaper articles or advertising
- ☐ G. Semester schedule received from Harper in the mail
- ☐ H. Harper area high school cooperative career orientation program
- ☐ I. Cannot remember when I first heard about Harper College
- ☐ J. Visit by Harper representative to my high school
- ☐ K. Heard about Harper through employees where I am employed
- ☐ L. Talked to Harper counselor or faculty member
- ☐ M. Real estate agent
- ☐ N. Welcome Wagon
- ☐ O. Wanted specific program - found Harper College had it.
- ☐ P. Brochures or letters received from Harper through the mail
- ☐ Q. Senior Citizen Center
- ☐ R. Employed near Harper College
- ☐ S. Saw or toured Harper Van
- ☐ T. Saw or visited display at a shopping center
- ☐ U. Harper College open house
- ☐ V. Heard about Harper at the college I attended before
- ☐ W. Referendum or tax bill
- ☐ X. From the public library
- ☐ Y. High school competition at Harper College
- ☐ Z. Scholarship Opportunity
- ☐ AA. Other (specify) _____

2. What or who most convinced you to first attend Harper College? Check (✓) one.

- ☐ A. Parents, friends, or relatives
- ☐ B. Literature at the high school
- ☐ C. Literature at work
- ☐ D. High school counselor
- ☐ E. The fact that it was so inexpensive
- ☐ F. The fact that it is so convenient to get to
- ☐ G. Semester schedule received from Harper through the mail
- ☐ H. The facilities on the campus impressed me
- ☐ I. A visit to Harper's campus talking to faculty or counselors
- ☐ J. Harper area high school cooperative career orientation program
- ☐ K. Newspaper articles or advertisements
- ☐ L. The fact I could get specific program or course(s) which I wanted
- ☐ M. No particular reason
- ☐ N. Brochures or letters received from Harper through the mail
- ☐ O. I found it was easy to transfer courses to a four-year college
- ☐ P. Employees at work convinced me
- ☐ Q. Wanted to use V.A. benefits
- ☐ R. Harper College is better than the closest community college
- ☐ S. Scholarships available
- ☐ T. It is a good place to find direction for your life
- ☐ U. I worked at Harper College
- ☐ V. The economy and the availability of jobs
- ☐ W. Could not get accepted at any other college
- ☐ X. Faculty or staff at another college recommended Harper College
- ☐ Y. Insurance reasons
- ☐ Z. Harper's reputation for excellence
- ☐ AA. Athletic Program
- ☐ BB. I wanted to broaden my knowledge base
- ☐ CC. Other (specify) _____

IV. GOALS AT HARPER COLLEGE

1. Which of the following best indicate why you enrolled at Harper? Check (✓) one.
- ☐ A. To enroll in a baccalaureate oriented program in order to transfer to a four-year college (specify field) _____
 - ☐ B. To enroll in a specific career program (specify) _____
 - ☐ C. To search for a major field of interest
 - ☐ D. To take courses for general interest
 - ☐ E. For retraining or refresher purposes
 - ☐ F. To learn the English language
2. ☐ A. Full-time Student (12 hours or more)
☐ B. Part-time Student
3. When are you enrolled? Check (✓) one.
- ☐ A. All courses are in the day - 7 a.m. to 5 p.m.
 - ☐ B. All courses are in the evening - 5 p.m. to 11 p.m.
 - ☐ C. All courses are on weekends
 - ☐ D. A mixture of times --
(Give number of hours in each time period) _____ Credit hours in day
_____ Credit hours in evening
_____ Credit hours on weekend
4. Where are you enrolled? Check (✓) one.
- ☐ A. All courses on the main campus in Palatine
 - ☐ B. All courses at Barrington High School
 - ☐ C. All courses at Schaumburg High School
 - ☐ D. All courses at the Northeast Center
 - ☐ E. All courses at another off-campus location
 - ☐ F. A mixture of locations
(Give number of hours at each location) _____ Credit hours main campus
_____ Credit hours Barrington High School
_____ Credit hours Schaumburg High School
_____ Credit hours Northeast Center
_____ Credit hours other locations
5. Please indicate how long you presently plan to attend Harper? Check (✓) one.
- ☐ A. More than three years
 - ☐ B. Three years
 - ☐ C. Two years
 - ☐ D. One year
 - ☐ E. Just one semester
6. Which of the following statements applies to you? Check (✓) one.
- ☐ A. I have a definite major field which has remained unchanged since entering Harper College.
 - ☐ B. I have changed fields since entering Harper College.
 - ☐ C. I plan to change my major field in the near future.
 - ☐ D. I do not have a major field of study and do not need one at the present time.
 - ☐ E. I am searching for a field.
 - ☐ F. I am a transfer student and entering a different curriculum at Harper.
 - ☐ G. I have a bachelor's degree or higher and starting a new program at Harper.

GOALS (continued)

7. Highest degree planned. Check (✓) one.

- ☐ A. None -- no degree
- ☐ B. Associate - Community College degree
- ☐ C. Bachelor's (B.A. or B.S.)
- ☐ D. Master's (M.A. or M.S.)
- ☐ E. PhD. or Ed.D

8. As a student, from what source do you receive the greatest help in obtaining information you need to know about Harper College? Check (✓) ALL that apply.

- ☐ A. Faculty
 - ☐ B. Other Harper staff
 - ☐ C. Counselors at Harper
 - ☐ D. Brochures
 - ☐ E. College catalog
 - ☐ F. Other students
 - ☐ G. Newspaper releases
 - ☐ H. Semester schedule
 - ☐ I. Employer or fellow workers
 - ☐ J. Find information I need on my own
 - ☐ K. Admissions office
 - ☐ L. Relatives or friends
 - ☐ M. Posters or bulletin board
 - ☐ N. High school counselor
 - ☐ O. Career development courses or college survival course
 - ☐ P. Senior citizen center
 - ☐ Q. Did not receive enough information
 - ☐ R. Business office
 - ☐ S. Financial Aid Office
 - ☐ T. Computer terminal
 - ☐ U. Learning Resource Center (Library at Harper)
 - ☐ V. Student newspaper -- The Harbinger
 - ☐ W. Student activity participation
 - ☐ X. Information Booth
 - ☐ Y. Displays in the community
 - ☐ Z. Community agency
 - ☐ AA. My employment at Harper College
 - ☐ BB. Public library in community
 - ☐ CC. Orientation program or open house
 - ☐ DD. Other (specify) _____
- _____
- _____
- _____
- _____
- _____

THANK YOU FOR RESPONDING TO THIS SURVEY!

OPERATIONAL STAFF:

ERIC Clearinghouse for
Junior Colleges

APR 29 1988

-6-

32

Janice Cook, Secretarial
Karia Hill, Mailing and Tabulation
Linda Pones, Telephoning